

HIGH SCHOOL CORE AREA

Economics

Standard ECON-7: The student will demonstrate an understanding of the national economy and economic policies in the United States.

ECON-7.5 Contrast the costs and benefits of the American government's economic policies, including how policies designed to reduce unemployment may increase inflation and vice versa and how investment in factories, machinery, new technology, health education, and occupational training can raise standards of living.

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous knowledge:

In Kindergarten (K-1.2) students explained how changes in modes of communication and transportation have changed the way that families live and work, including e-mail and the telephone as opposed to letters and messengers for communication and the automobile as opposed to the horse for transportation. In first grade (1-3.3) students identified ways that government affects the daily lives of individuals and families in the United States, including providing public education, building roads and highways, and promoting personal freedom and opportunity for all. As well, in third grade (3-4.6, 3-4.7) students explained how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems; and summarized the effects of Reconstruction in South Carolina, including the development of public education, racial advancements and tensions, and economic changes. Also in third grade (3-5.4, 3-5.5) students explained the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations; and explain the effects of the Great Depression and the New Deal on daily life in South Carolina, including the widespread poverty and unemployment and the role of the Civilian Conservation Corps.

In fifth grade (5-3.1, 5-4.1) students explained how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone and summarized changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; and others. In fifth grade (5-4.3, 5-4.6) students explained the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps and summarized key developments in technology, aviation, weaponry, and communication and explained their effect on World War II and the economy of the United States. Also in fifth grade (5-6.3) students explained how technological innovations have changed daily life in the United States since the early 1990s, including changes in the economy and the culture that were brought about by computers, electronics, satellites, and mass communication systems.

In seventh grade (7-7.2) students explained the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet. In eighth grade (8-4.4, 8-4.5) students explained how events during Reconstruction improved opportunities for African Americans but created a backlash that, by the end of Reconstruction, negated the gains African Americans had made, including the assistance provided by the federal government such as the Freedmen's Bureau, and their advancement in politics and education and summarize the successes and failures that occurred in South Carolina during Reconstruction, including the bribery of legislators, corruption in political parties, the development of public education, and violence during the election of 1876. Also in eighth grade (8-5.2, 8-6.1) students compared key aspects of the Populist movement in South Carolina, including the founding of land-grant colleges; and summarized the progressive reform movement in South Carolina, including the motivation of progressives; child labor laws; Prohibition; improvements to roads, hospitals, and libraries; tax reforms; changes to local government systems; and the roles of significant state governors and women's groups. Eighth grade (8-6.2, 8-6.5) students also explained the impact of World War I on South Carolina, including the building of new military bases and the economic impact of emigration to industrial jobs in the North; and explained the effects of the Great Depression and the lasting impact of New Deal programs on South Carolina. As well, eighth grade students summarized the significant aspects of the economic growth experienced by South Carolina during and following World War II, including the creation of the State Development Board and the technical education system; the benefits of good road systems, a sea port, and the Savannah River site; and explain the economic impact of twentieth century events on South Carolina, including the opening and closing of military bases, the development of industries, the influx of new citizens, and the expansion of port facilities.

In United States History (USHC-5.2, USHC-5.3) students summarized the factors that influenced the economic growth of the United States and its emergence as an industrial power, including the abundance of natural resources; government support and protection in the form of tariffs, labor policies, and subsidies; and the expansion of international markets associated with industrialization; and explained the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming, the role of American farmers in facing economic problems, and the rise of the Populist movement. United States History (USHC-7.4, USHC-7.5) students explained the causes and effects of the stock market crash of 1929 and the Great Depression, including limited government regulation, stock market speculation, and the collapse of the farm economy; wealth distribution, investment, and taxes; government policies and the Federal Reserve System; and compared the first and second New Deals as responses to the economic bust of the Great Depression, including the rights of women and minorities in the workplace and the successes, controversies, and failures of recovery and reform measures such as the labor movement. U.S. History students (USHC-8.5, USHC-10.2) will also explain the lasting impact of the scientific and technological developments in America after World War II, including new systems for scientific research, medical advances, improvements in agricultural technology, and resultant changes in the standard of living and demographic patterns; and summarized key economic issues in the United States since the fall of communist states, including recession, the national debt and deficits, legislation affecting organized labor and labor unions, immigration, and increases in economic disparity.

Future Knowledge

While no future knowledge is required, students should have a basic understanding of the role of the government in promoting economic stability. Students should also understand key economic goals that our society is generally striving towards. In order to be effective consumers, workers, and voters students should have a basic understanding of key macroeconomics measurements, like unemployment, inflation, and GDP growth. All of these provide a window into the economic health of the nation. Students should also have general information about the kinds of fiscal policy tools that the government has available when managing the economy. This information will provide students with an appropriate background to enable them to be well-informed citizens and better individual decision-makers.

It is essential for students to know

Students need to be able to identify economic goals and explain how the achievement of some economic goals sacrifices the attainment of others. Students should understand the potential contradictory nature of goals like stable prices and strong economic growth or low unemployment and low inflation. It is essential that students can explain various trade-offs relating to economic goals. It is also important for students to understand the different fiscal options the government has available in promoting economic stability. Government spending and investment in areas like transportation, education, healthcare, and others are all direct and indirect policies that promote economic stabilization. Students should also understand the trade-offs between societal consumption and investment and how this impacts future changes in the production possibilities curve.

It is not essential for students to know

Students do not need to know specific examples of government stabilization efforts. It is not essential that they know specific examples of government spending efforts to encourage economic stabilization. Students also do not need to understand the detailed theoretical and ethical debates behind many of the stated economic goals.

Assessment guidelines:

Appropriate assessment requires students to ***contrast*** the costs and benefits of the American government's economic policies; therefore, the primary focus of assessment should be for students to ***compare and contrast*** different economic goals and the potential economic trade-offs that may occur in achieving these goals. However, appropriate assessment should also focus on students ***understanding*** of key economic goals and policy measures that could be used to achieve these goals.